Unit 2 Cheat Sheet: Cognition

AP® Psychology · Unit 2 Review · Blank practice version

The big idea: Your brain doesn't record the world like a camera. Name the three ways Unit 2 says it builds your experience instead.

How to use it: Fill in every box from memory before you look anything up. Then check your answers against the full cheat sheet and star anything you missed. Those are your review targets.

KEY TERMS

Perception, Gestalt, and attention (Topic 2.1)

Perceptual set	
Figure and ground	
Proximity and similarity	
Closure	
Selective attention	
Perceptual constancy	

Monocular depth cues (Topic 2.1)

Relative size	
Interposition	
Relative clarity	
Texture gradient	
Linear perspective	

Thinking and problem-solving (Topic 2.2)

Prototype	
Assimilation vs. accommodation	
Algorithm vs. heuristic	
Divergent vs. convergent thinking	

Types and models of memory (Topic 2.3)

Explicit memory	
Implicit memory	
Prospective memory	
Multi-store model	
Automatic vs. effortful processing	
Working memory model	
Levels of processing	
Long-term potentiation	

Encoding and storage (Topics 2.4 and 2.5)

Mnemonic devices	

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Chunking	
Spacing effect	
Serial position effect	
Short-term vs. long-term memory	
Maintenance vs. elaborative rehearsal	

Retrieval and forgetting (Topics 2.6 and 2.7)

Recall vs. recognition	
Context- and state-dependent memory	
Mood-congruent memory	
Retrieval practice	
Encoding failure vs. tip-of-the-tongue	
Misinformation effect	
Source amnesia	
Constructive memory	
Imagination inflation	

Intelligence and achievement (Topic 2.8)

General (g) vs. multiple abilities	
Intelligence quotient (IQ)	
Standardized test	
Stereotype threat vs. lift	
Flynn effect	
Achievement vs. aptitude test	
Growth vs. fixed mindset	

SHORTCUTS AND ERRORS IN THINKING (TOPIC 2.2): WHERE JUDGMENTS GO WRONG

SHORTCUT OR ERROR	WHAT THE PERSON DOES	EXAMPLE
Representativeness heuristic		
Availability heuristic		
Mental set		
Functional fixedness		

SHORTCUT OR ERROR	WHAT THE PERSON DOES	EXAMPLE
Priming		
Framing		
Gambler's fallacy		
Sunk-cost fallacy		

DON'T CONFUSE THESE

Bottom-up vs. top-down processing	
Inattentional vs. change blindness	
Binocular vs. monocular cues	
Representativeness vs. availability	
Mental set vs. functional fixedness	
Proactive vs. retroactive interference	
Anterograde vs. retrograde amnesia	
Reliability vs. validity	

STUDIES AND CASES TO KNOW COLD

Ebbinghaus's forgetting curve	
Godden and Baddeley's divers	
Loftus and Palmer's crash study	

Henry Molaison (H.M.)	
Spencer, Steele, and Quinn	

FRQ: HOW UNIT 2 SHOWS UP

PROMPT SAYS	WHAT TO DO
Identify or state	
Describe	
Explain	
Propose	
Support or refute	
Use evidence	

Likely Unit 2 FRQ angles

- Identify the method, and state recall's operational definition.
- Describe what a statistic shows, like a gap in mean recall.
- Identify an ethical guideline used, like informed consent.
- Explain how far the findings generalize, given who took part.
- Explain how a result supports or refutes the hypothesis.
- Propose a claim, then use two sources, each with a different concept (EBQ).

> **FRQ rules:** Apply each concept to the study or source; a definition alone earns nothing. Cite EBQ sources by number (Source 1, 2, or 3). Write in complete sentences.

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